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ABSTRACT

In June 1989, a study was conducted to examine shifts in student demand for programs offered by Illinois community colleges, focusing on program enrollment and completion patterns from fiscal years 1985 through 1989. Four indicators of student demand were examined in the study. First, enrollments were analyzed in terms of the changes that took place in the fall opening headcount of students enrolled in various program areas. Second, enrollment patterns were investigated with respect to changes that occurred in the number of credit hours taken per broad programmatic funding category. Third, the number of students completing programs was examined to determine whether shifts had occurred in the types of programs being completed. Fourth, the ratio of program completers to program enrollments was determined. Study findings included the following: (1) during the four-year period, community college enrollments decreased, especially in adult secondary education, general studies, and the general associate degree, while the number of students completing programs increased; (2) in the baccalaureate/transfer program, fall headcount enrollments, credit hour production, program completions, and ratio of completions to headcount all increased; (3) the number of credit hours generated by courses decreased in all areas except for the growth in adult basic education and baccalaureate/transfer, and the relative stability in remedial enrollments; and (4) the occupational program with the most demand was business, followed by health, trade and industrial education, and engineering technology. Data are displayed in seven statistical tables. (JMC)

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ED307005

A STUDY OF SHIFTS IN ENROLLMENT AND COMPLETION PATTERNS IN ILLINOIS PUBLIC COMMUNITY COLLEGE PROGRAMS FISCAL YEARS 1985-1989

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Illinois Community College Board

A STUDY OF SHIFTS IN ENROLLMENT AND COMPLETION PATTERNS IN ILLINOIS PUBLIC COMMUNITY COLLEGE PROGRAMS FISCAL YEARS 1985-1989

As changes occur in the economy, the labor force, technology, and people's life styles, changes can be expected in student demand for programs in the educational system. Awareness of these latter changes can facilitate better institutional and statewide planning. The current study updates an earlier report completed in 1985 which examined shifts between fiscal years 1981 and 1984.

Four indicators of student demand are used in the study. First, enrollments were analyzed by examining the changes that have taken place in the fall opening headcount of students enrolled in various program areas. Second, enrollment patterns were analyzed by examining changes that have occurred in the number of credit hours taken in the broad programmatic funding categories used by the Illinois Community College Board. This gives an indication of student demand for courses offered within programs. Third, the number of students completing programs was examined to determine if shifts have occurred in the type of programs in which students are graduating. Fourth, the ratio of program completers to program enrollments was analyzed to determine the changing relationship between student demand for programs in which they are enrolled and in which they eventually complete. While this is not a direct measure of student demand, it does serve as a proxy indicator of demand by providing a measure of persistence and changing enrollment patterns.

Taken singularly, each of the indicators has some problems with its use in measuring student demand. Examined together, these indicators enable inferences to be made regarding student demand for program areas within the community college system. Each of these four measures was examined by analyzing trend changes which were calculated by computing a percent change between the average of the preceding years' data and the final year's data. This was done to take into account any fluctuations that occurred between the first and last year's data. Fiscal year 1989 data are included only in the trend change for fall opening headcount enrollment since data for the other measures are not yet available for 1989. Detailed data by year for each of the indicators are available in the appendix.

ENROLLMENT AND COMPLETION PATTERNS BY PROGRAM AREA

An analysis of student demand by community college programs for the four- to five-year period of fiscal years 1985 through 1988-89 indicates that changes and shifts in enrollment and completion patterns have taken place. Overall, the enrollment in community colleges decreased while the number of students completing programs increased during this period. Due to the number of part-time community college students, there tends to be a substantial lag between the time of initial enrollment and completion. The growth trend in completions may be the result of larger enrollments in the earlier years of the study. See Table 1 on page 2.

Table 1

TREND CHANGES FOR FALL HEADCOUNT ENROLLMENTS, CREDIT HOUR ENROLLMENTS, COMPLETIONS, AND COMPLETION RATIOS

	Trend Changes			
Program Areas	Headcount Enrollment (85-89)	Credit Hour Enrollments (85-88)	Completions (85-88)	Ratio of Completions to Enrollments (85-88)
General Associate Degree	-44.8	NA	-34.4	-1.4
Baccalaureate/Transfer	4.0	1.2	9.2	15.4
Occupational	-7.0	-11.9	-5.6	-1.8
General Studies	-35.5	-35.2	NA	NA
Vocational Skills	26.0	-7.6	NA	NA
Remedial	-25.4	-0.7	NA	NA
Adult Basic	11.4	9.7*	NA	NA
Adult Secondary	-16.8		NA	NA
Unknown	-100.0	NA	NA	NA
TOTAL	-3.4	-2.6	2.7	9.8

*Combined ASE/ABE hours
NA = Not Applicable

SOURCES: E1, Unit Cost, and A1 Data

Baccalaureate/Transfer Programs

In the baccalaureate/transfer program area, fall headcount enrollment, credit hour production, completions, and the ratio of completions to headcount enrollments all increased. Fall enrollment declined from 1985 through 1988; however, due to a substantial increase in 1989, the overall trend change was positive. The increase in 1989 coincides with increased tuition and enrollment limitations at senior colleges and universities. Compared to the 1981 through 1984 study, the change was of a lesser magnitude during the last half of the 1980s than occurred in the early 1980s.

Occupational Programs

All measures of change in student demand indicate decline in occupational programs. This reverses the trend found in the previous ICCB study in which occupational trends were increasing in all areas except credit hour production. Occupational program completers still constitute the largest group of program graduates. Demand in specific occupational programs varies. Overall, nine of the fifteen specific occupational program areas experienced fall enrollment declines while eight had declining completions. Trends in each occupational program are summarized in the following paragraphs. Table 2 on the following page presents the trend changes for these programs.

Business is the largest occupational program area. Business program demand is decreasing according to all indicators. The decline in completions is not as great as in the enrollment areas. In the early 1980s, fall enrollment in business programs was still growing; however, the decline in credit hours produced had already begun. Decreases in business data processing, accounting and bookkeeping, and secretarial contributed to the overall decline in business enrollments during the last half of the 1980s.

Health is the second largest occupational program area. Between 1985 and 1989 demand for health curricula, as for business, declined according to all indicators examined. Also, as with business, this reflects a change in the trends seen in the early 1980s when the demand for health programs was strong. Enrollments in three of the largest health programs have experienced steady declines: associate degree nursing, practical nursing, and radiologic technology. Currently, a shortage of health care workers and the declining enrollments in programs that prepare people for these careers are concerns nationwide. The results of these comparisons indicate that health program demand should be monitored in the future.

Trade and industrial education is the third largest occupational area. Headcount and credit hour enrollments both decreased in trade and industrial education. The trend toward the number and share of completions in trade and industrial education is increasing. The rate of program completions to fall headcount enrollments is also increasing. Overall, enrollments in most specific trade and industrial programs declined. The following programs each showed trend decreases: precision production; welding, brazing and soldering; machine tool operations; and mechanical drafting. In construction trades, results were mixed with electrician and carpentry program enrollments down slightly. Mechanics and repairers program enrollments were generally higher. In transportation and material moving the aviation programs were relatively stable.

Engineering technology is the fourth largest occupational area and, unlike the early 1980s when enrollments were increasing at a faster rate than many programs, it has experienced an enrollment decline. Between 1985 and 1988, completions and completion ratios in engineering technology decreased as well. Within this area, coal mining and computer technologies enrollments have both declined. The decline in coal mining reflects job market conditions in the mining industry. However, declines in computer technology are more difficult to explain.

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Table 2

OCCUPATIONAL CURRICULA TREND CHANGES IN FALL HEADCOUNT ENROLLMENTS, COMPLETIONS, AND COMPLETION RATIOS

Occupational Programs	Trend Changes		
	Fall Headcount Enrollment (85-89)	Completions (85-88)	Ratio of Enrollments To Completions (85-88)
Agriculture	-9.8	-8.7	-1.8
Business	-10.7	-5.9	-2.2
Communications	0.1	4.4	13.1
Consumer & Personal Services	-12.3	-11.2	7.8
Engineering Technology	-8.9	-4.7	-5.2
Health	-3.1	-13.4	-5.7
Home and Institutional Services	9.0	14.8	0.8
Legal Assisting	47.4	51.1	12.6
Technical Writing	-8.7	39.3	19.4
Library Assisting	31.7	-24.1	-27.1
Recreation	-20.0	104.3	127.3
Science Technology	6.8	-30.2	-33.4
Public & Protective Services	2.2	-5.6	-12.3
Trade & Industrial	-9.0	1.5	15.3
Visual/Performing Arts	-43.4	87.5	399.2
OCCUPATIONAL TOTAL	-7.0	-5.6	-1.8
TOTAL ALL	-3.4	2.7	9.8

SOURCES: C1, A1, and E1 Data

All three measures indicate the trend in home and institutional services is toward increasing student demand. In the early 1980s, fall enrollments declined before increasing steadily from 1984 to 1986 and then remaining stable through 1989. Within home and institutional services, preschool child care, teacher aide for school age children, culinary arts, and interior design all contributed to enrollment increases. Home and institutional services completions increased faster than enrollments between 1985 and 1988.

Agricultural program area enrollments, completions, and completion ratios all decreased between 1985 and 1988-89. Completion ratios indicate that enrollments are decreasing faster than completions. Fall headcount enrollments decreased in the four largest agricultural programs: agricultural production, agricultural mechanics, agricultural services/supplies, and general horticulture. Were it not for general horticulture's inclusion in the category -- a program not exclusively tied to the farming industry -- decreases would have been substantially more pronounced. The current agricultural trend data coincide with the declines in all areas reported in the 1981 through 1984 study. Decreases in agricultural programs reflect job market conditions in farming and its related industries. Enrollment data from 1985 to 1988 also indicate that the decline in agricultural programs may be slowing.

Enrollments in the remaining occupational program areas are small and, thus, do not have a major impact on enrollments and completions as a whole. However, they should not be overlooked as far as the impact that changes have on staffing patterns and their respective employment areas.

Enrollments and completions in consumer and personal services indicate a decrease in student demand in this occupational area. Completion ratios indicate enrollments are decreasing faster than completions. Enrollment reductions in cosmetology were most influential in consumer and personal services overall declines. The 1981-1984 study results also indicate enrollment decline in this area. Between 1984 and 1988, consumer and personal services completion ratios have remained consistently high.

Demand for communications programs is beginning to exhibit a resurgence as enrollments, completions, and completion ratios all increased. However, as detailed in the earlier study, communications enrollments between 1981 and 1984 were higher than those in 1985 to 1989. In the 1985 to 1989 data educational media technology and advertising were the areas within communications that grew most.

Although a small number of students are involved in legal assisting programs, headcount enrollments, completions, and completion ratios all increased. The nine-year fall enrollment data presented in the current and 1981 to 1984 reports indicate that legal assisting fall headcount enrollments were at their highest level in 1989.

Between 1985 and 1988-89, library assisting enrollments increased while completions and completion ratios decreased. The inclusion of course enrollee data in legal assisting since 1987 partially explains this phenomenon; yet, library assisting enrollments have recently experienced marginal growth. This

reflects a change in the enrollments trend declines evident during the early 1980s. Currently, 1989 enrollments are approximately one-quarter lower than the enrollment high registered in 1981.

Although few students are involved, science technology enrollments increased between 1985 and 1988-89, while completions and completion ratios decreased. This is a relatively new field with enrollment data only available since 1984. Chemical technology is the largest area showing enrollment growth in the field of science technology. Science technology enrollments peaked in 1986.

Public and protective services enrollments increased while completions and completion ratios declined. Recent decreases in completion data have been less pronounced than those evident in the early 1980s. Recent fall enrollment increases follow the positive trend established in the earlier study of 1981-1984 enrollments. Social service programs were the largest programs that exhibited recent growth. Public and protective services share of all occupational programs remained stable between 1987 and 1989. Since 1987, enrollments have remained at approximately a one percent higher share of the total occupational enrollments than the previous high recorded in 1984.

Recreation enrollments declined while completions and completion ratios grew between 1985 and 1988-89. Data from the 1981-1984 study indicated decreases in all three measures. An examination of all nine years worth of data available from both reports indicates that recreation enrollments peaked in 1981. Although resurging interest in recreation and fitness has characterized the 1980s, most positions in the recreation area require at least a baccalaureate degree, and low salaries accompany recreation positions that can be obtained with less education.

Visual and performing arts programs have traditionally been very small. Between 1985 and 1989, headcount enrollments decreased while completions and completion ratios increased; however, the very small number of graduates distorts the magnitude of the completion rate percent change. The trend toward enrollment decrease was also evident in the 1981 to 1984 study.

In summary, the overall demand for occupational programs decreased between 1985 and 1988-89. This decrease was evident both in terms of fall headcount and credit hour enrollments during the five-year period. However, as described in the preceding paragraphs, the decreased demand is not consistent among the various occupational program areas. Overall, completions and completion ratios also decreased among the occupational programs.

Remedial, Adult Basic, and Adult Secondary Programs

The headcount enrollment trend change in remedial programs decreased (-25.4 percent) between 1985-1989. Comparative data from the 1984 study are unavailable due to coding changes between the adult basic education/adult secondary education/remedial (ABE/ASE/REM) categories in data from the early 1980s. During the time period examined in this report, remedial enrollments peaked in 1986. The decrease in headcount enrollment is misleading, however, since colleges have been encouraged to code only those students who took

remedial courses exclusively as remedial students. A more realistic measure of demand for remediation is credit hour production in remedial courses. Remedial credit hours have remained stable over the period. One can anticipate that remedial enrollments will grow as the Illinois Board of Higher Education's mandatory admissions requirements take effect in 1993. The colleges are encouraged to continue their efforts to prepare for the anticipated increased demand for these programs.

Adult basic education (ABE) fall headcount enrollments grew (11.4 percent) between 1985 and 1989. Credit hour enrollments in the ABE/ASE category increased (9.7 percent) during the five-year period as well. The ABE credit hours dominated this combined category and accounted for the increase.

Adult secondary education (ASE) headcount enrollments decreased between 1985 and 1989. ASE enrollments dropped substantially (-35.5 percent) between 1987 and 1988 but have recovered slightly in 1989.

Vocational Skills Programs

Vocational skills fall headcount enrollments increased as credit hour enrollments decreased between 1985 and 1989. Enrollments in vocational skills programs have undergone steady growth during these five years. When data pertaining to 1981-1984 are compared to 1985-1989, it is evident that the growth in vocational skills enrollments has accelerated in the mid to late 1980s. The trend change analysis from 1985 to 1989 shows an increase of 26.0 percent with a share change of 29.8 percent. Both the trend and share change increases represent the largest percentage growth among all areas studied. The rapid growth in the vocational skills area demonstrates the colleges' response to the upgrading and retraining needs of business and industry as well as the emphasis placed on economic development.

CONCLUSIONS

In conclusion, student demand as measured by enrollment and completion patterns in Illinois public community colleges experienced some major shifts in the 1980s. Generally, program enrollments are declining, particularly in the areas of adult secondary education, general studies, and the general associate degree. The number of credit hours generated by courses is declining in all areas except for the growth in ABE/ASE, baccalaureate transfer areas, and relative stability in remedial enrollments. ABE credit hour gains offset ASE losses in the combined ABE/ASE category. This means that even in many program areas that are not experiencing declines in the number of students enrolled, students are taking fewer credit hours.

Current and future shifts in student enrollment patterns and completion rates make it necessary to analyze the changes in student demand for community college programs on a periodic basis. This study identifies a number of program areas in which the student demand seemed to be changing during the 1980s. Monitoring trends is critical during the next few years to determine which direction they will lead. The summary data in this report offers a basis from which to examine shifts in student demand further through a variety

of studies. Several opportunities for additional study, which some colleges are or have pursued, include in-depth analysis of:

- Full- and part-time enrollments and their implications for staffing, physical facilities, scheduling, etc.
- Program enrollments and completions by degree type (certificate versus associate degree)
- Occupational enrollment and completion patterns that consider their relationships with current labor market information available through the Illinois Occupational Information Coordinating Committee, local, and other sources
- Student retention by program
- Follow-up on program completers and leavers
- Tracking the progress of transfer students after they move on from the community college
- Cooperative studies conducted jointly by colleges on issues of mutual interest.

Only by keeping abreast of trends in student demand and labor market needs can the community college system be responsive to the needs of students and commerce and industry.

APPENDIX

Enrollment and Completion Tables
Fiscal Years 1985-1988/89

Illinois Community College Board

Table A-1

FALL HEADCOUNT ENROLLMENTS BY PROGRAM AREA AND FISCAL YEAR

Program Area	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	85-89 TREND CHANGE
General Associate Degree	8,356	13,320	11,058	7,211	5,508	-44.8
% TOTAL	2.3	3.9	3.3	2.2	1.7	-42.9
Baccalaureate/Transfer	129,232	122,835	115,746	115,681	125,714	4.0
Program Enrollment	112,483	100,918	92,101	89,525	98,186	
Course Enrollment	16,749	21,917	23,645	26,156	27,528	
% TOTAL	35.8	36.2	34.6	35.7	38.3	7.7
Occupational	112,378	108,752	113,995	107,263	102,872	-7.0
Program Enrollment	104,391	95,433	98,134	91,779	88,513	
Course Enrollment	7,987	13,319	15,861	15,484	14,359	
% TOTAL	31.1	32.0	34.0	33.1	31.3	-3.8
General Studies	41,813	27,112	24,714	22,714	18,761	-35.5
% TOTAL	11.6	8.0	7.4	7.0	5.7	-32.7
Vocational Skills	22,683	23,945	24,010	29,921	31,670	26.0
% TOTAL	6.3	7.0	7.2	9.2	9.6	29.8
Remedial	2,228	3,836	3,051	3,293	2,314	-25.4
% TOTAL	0.6	1.1	0.9	1.0	0.7	
Adult Basic	28,746	31,162	34,928	33,220	35,677	11.4
% TOTAL	8.0	9.2	10.4	10.2	10.9	
Adult Secondary	8,118	7,554	7,261	4,757	5,762	-16.8
% TOTAL	2.2	2.2	2.2	1.5	1.8	
% TOTAL for REM/ABE/ ASE	10.8	12.5	13.5	12.7	13.3	7.5
Unknown	7,632	1,266	121	103	0	-100.0
% TOTAL	2.1	0.4	0.0	0.0	0.0	-100.0
TOTAL	361,186	339,782	334,884	324,163	328,276	-3.4
% TOTAL	100.0	100.0	100.0	100.0	100.0	
ANNUAL % CHANGE	--	-5.9	-1.4	-3.2	1.3	

SOURCE: E1 Data

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Table A-2

FALL HEADCOUNT ENROLLMENTS BY OCCUPATIONAL CURRICULA AND FISCAL YEAR

Occupational Program (1.2)	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	85-89 TREND CHANGE
Agriculture	2,244	2,219	2,165	2,053	1,957	-9.8
Course Enrollment	127	160	260	199	202	
% 1.2	2.0	2.0	1.9	1.9	1.9	
% TOTAL	0.6	0.7	0.6	0.6	0.6	-6.6
Business	51,176	49,583	53,031	49,292	45,333	-10.7
Course Enrollment	3,471	6,949	8,774	8,951	8318	
% 1.2	45.5	45.6	46.5	46.0	44.1	
% TOTAL	14.2	14.6	15.8	15.2	13.8	-7.6
Communications	744	606	644	607	651	0.1
Course Enrollment	1	2	4	5	2	
% 1.2	0.7	0.6	0.6	0.6	0.6	
% TOTAL	0.2	0.2	0.2	0.2	0.2	3.8
Consumer & Personal Services	896	817	836	699	712	-12.3
% 1.2	0.8	0.8	0.7	0.7	0.7	
% TOTAL	0.2	0.2	0.2	0.2	0.2	-9.0
Engineering Technology	8,370	10,712	10,958	10,027	9,123	-8.9
Course Enrollment	272	2,876	0	2,684	2372	
% 1.2	7.4	9.8	9.6	9.3	8.9	
% TOTAL	2.3	3.2	3.3	3.1	2.8	-6.1
Health	18,172	15,527	15,434	14,999	15,535	-3.1
Course Enrollment	1,521	1,875	1,873	1,857	1768	
% 1.2	16.2	14.3	13.5	14.0	15.1	
% TOTAL	5.0	4.6	4.6	4.6	4.7	0.5
Home and Institutional Services	5,254	6,318	7,034	7,024	6,986	9.0
Course Enrollment		430	465	404	391	
% 1.2	4.7	5.8	6.2	6.5	6.8	
% TOTAL	1.5	1.9	2.1	2.2	2.1	12.3
Legal Assisting	272	213	264	334	399	47.4
% 1.2	0.2	0.2	0.2	0.3	0.4	
% TOTAL	0.1	0.1	0.1	0.1	0.1	52.0

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Table A-2

FALL HEADCOUNT ENROLLMENTS BY OCCUPATIONAL CURRICULA AND FISCAL YEAR
(continued)

Occupational Program (1.2)	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	85-89 TREND CHANGE
Technical Writing	46	22	40	41	34	-8.7
% 1.2	0.0	0.0	0.0	0.0	0.0	
% TOTAL	0.0	0.0	0.0	0.0	0.0	-5.4
Library Assisting	118	119	136	128	165	31.7
Course Enrollment			8	10	33	
% 1.2	0.1	0.1	0.1	0.1	0.2	
% TOTAL	0.0	0.0	0.0	0.0	0.1	36.0
Recreation	143	123	100	109	95	-20.0
% 1.2	0.1	0.1	0.1	0.1	0.1	
% TOTAL	0.0	0.0	0.0	0.0	0.0	
Science Technology	64	177	116	126	129	6.8
% 1.2	0.1	0.2	0.1	0.1	0.1	
% TOTAL	0.0	0.1	0.0	0.0	0.0	
Public & Protective Services	6,479	6,325	7,761	7,316	7,124	2.2
Course Enrollment	439	573	635	596	608	
% 1.2	5.8	5.8	6.8	6.8	6.9	
% TOTAL	1.8	1.9	2.3	2.3	2.2	
Trade & Industrial	18,376	15,960	15,437	14,496	14,614	-9.0
Course Enrollment	417	454	707	778	665	
% 1.2	16.4	14.7	13.5	13.5	14.2	
% TOTAL	5.1	4.7	4.6	4.5	4.5	
Visual/Performing Arts	24	31	39	12	15	-43.4
% 1.2	0.0	0.0	0.0	0.0	0.0	
% TOTAL	0.0	0.0	0.0	0.0	0.0	
OCCUPATIONAL TOTAL	112,378	108,752	113,995	107,263	102,872	-7.0
	100	100	100	100	100	
	31.1	32.0	34.0	33.1	31.3	-3.8
TOTAL ALL	361,186	339,782	334,884	324,163	328,276	-3.4

*Course enrollments are not reported for all program areas.

SOURCE: E1 Data

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Table A-3

UNIT COST CREDIT HOUR ENROLLMENTS BY FUNDING CATEGORY AND FISCAL YEAR

Funding Category	FY 1985	FY 1986	FY 1987	FY 1988	85-88 TREND CHANGE
Baccalaureate/General Academic	2,694,541	2,585,486	2,618,830	2,664,284	1.2
% TOTAL	46.1	46.0	46.0	47.8	
Occupational:					
Business	487,979	485,734	469,435	427,401	-11.2
% Occupational	33.8	35.3	36.4	35.4	
% TOTAL	8.4	8.6	8.3	7.7	
Technical	713,885	675,399	620,560	586,202	-12.5
% Occupational	49.4	49.1	48.2	48.6	
% TOTAL	12.2	12.0	10.9	10.5	
Health	241,925	214,548	198,765	193,179	-11.6
% Occupational	16.8	15.6	15.4	16.0	
% TOTAL	4.1	3.8	3.5	3.5	
OCCUPATIONAL TOTAL	1,443,789	1,375,681	1,288,760	1,206,782	-11.9
	100	100	100	100	
Remedial	228,213	234,756	229,325	229,223	-0.7
% TOTAL	3.9	4.2	4.0	4.1	
ABE/ASE	924,767	1,009,934	1,160,231	1,132,162	9.7
% TOTAL	15.8	18.0	20.4	20.3	
General Studies	387,758	259,988	222,082	187,845	-35.2
% TOTAL	6.6	4.6	3.9	3.4	
Vocational Skills	163,903	159,509	169,506	151,840	-7.6
% TOTAL	2.8	2.8	3.0	2.7	
TOTAL	5,842,971	5,625,354	5,688,734	5,572,136	-2.6
% TOTAL	100.0	100.0	100.0	100.0	
ANNUAL % CHANGE	--	-3.7	1.1	-2.0	

SOURCE: Unit Cost Study Report

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Table A-4

PROGRAM COMPLETIONS BY FISCAL YEAR

Program Area	FY 1985	FY 1986	FY 1987	FY 1988	85-88 TREND CHANGE
General Associate Degree	377	553	391	289	-34.4
% 1.0	100.0	100.0	100.0	100.0	
% TOTAL	1.3	1.8	1.4	1.0	
Baccalaureate/Transfer	9,622	10,677	10,191	11,099	9.2
% 1.1	100.0	100.0	100.0	100.0	
% TOTAL	34.2	34.7	35.3	37.0	
Occupational (1.2):					
Agriculture	458	592	478	465	-8.7
% 1.2	2.6	3.1	2.7	2.7	
% TOTAL	1.6	1.9	1.7	1.5	
Business	5,758	6,320	5,866	5,631	-5.9
% 1.2	32.2	32.8	32.8	32.5	
% TOTAL	20.5	20.6	20.3	18.7	
Communications	86	99	85	94	4.4
% 1.2	0.5	0.5	0.5	0.5	
% TOTAL	0.3	0.3	0.3	0.3	
Consumer & Personal Services	358	345	338	308	-11.2
% 1.2	2.0	1.8	1.9	1.8	
% TOTAL	1.3	1.1	1.2	1.0	
Engineering Technology	1,014	1,249	1,192	1,098	-4.7
% 1.2	5.7	6.5	6.7	6.3	
% TOTAL	3.6	4.1	4.1	3.7	
Health	5,458	5,423	4,769	4,518	-13.4
% 1.2	30.5	28.1	26.7	26.1	
% TOTAL	19.4	17.6	16.5	15.0	
Home & Institutional Services	801	914	950	1,020	14.8
% 1.2	4.5	4.7	5.3	5.9	
% TOTAL	2.8	3.0	3.3	3.4	
Legal Assisting	49	41	49	70	51.1
% 1.2	0.3	0.2	0.3	0.4	
% TOTAL	0.2	0.1	0.2	0.2	

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Table A-4

PROGRAM COMPLETIONS BY FISCAL YEAR
(continued)

Program Area	FY 1985	FY 1986	FY 1987	FY 1988	85-88 TREND CHANGE
Technical Writing	8	6	14	13	39.3
% 1.2	0.0	0.0	0.1	0.1	
% TOTAL	0.0	0.0	0.0	0.0	
Library Assisting	33	29	25	22	-24.1
% 1.2	0.2	0.2	0.1	0.1	
% TOTAL	0.1	0.1	0.1	0.1	
Recreation	30	40	24	64	104.3
% 1.2	0.2	0.2	0.1	0.4	
% TOTAL	0.1	0.1	0.1	0.2	
Science Technology	15	47	54	27	-30.2
% 1.2	0.1	0.2	0.3	0.2	
% TOTAL	0.1	0.2	0.2	0.1	
Public & Protective Services	849	979	927	867	-5.6
% 1.2	4.7	5.1	5.2	5.0	
% TOTAL	3.0	3.2	3.2	2.9	
Trade & Industrial	2,960	3,151	3,099	3,115	1.5
% 1.2	16.6	16.4	17.3	18.0	
% TOTAL	10.5	10.3	10.7	10.4	
Visual/Performing Arts	2	2	4	5	87.5
% 1.2	0.0	0.0	0.0	0.0	
% TOTAL	0.0	0.0	0.0	0.0	
OCCUPATIONAL TOTAL	17,879	19,269*	17,874	17,317	-5.6
% 1.2	100.0	100.0	100.0	100.0	
% TOTAL	63.5	62.7	62.0	57.7	
Other	277	235	395	1328	
% TOTAL	100.0	100.0	100.0	100.0	
	1.0	0.8	1.4	4.4	
TOTAL ALL	28,155	30,734*	28,851	30,033	2.7
% TOTAL	100.0	100.0	100.0	100.0	
ANNUAL CHANGE	-0.9	9.2	-6.1	4.1	

* Includes 32 completers of other occupational programs.

SOURCE: C1 and A1 Data

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Table A-5

RATIO OF PROGRAM COMPLETIONS BY FISCAL YEAR

Program Area	FY 1985	FY 1986	FY 1987	FY 1988	85-88 TREND CHANGE
General Associate Degree	4.5	4.2	3.5	4.0	-1.4
Baccalaureate/Transfer	7.4	8.7	8.8	9.6	15.4
Occupational (1.2):					
Agriculture	20.4	26.7	22.1	22.6	-1.8
Business	11.3	12.7	11.1	11.4	-2.2
Communications	11.6	16.3	13.2	15.5	13.1
Consumer & Personal Services	40.0	42.2	40.4	44.1	7.8
Engineering Technology	12.1	11.7	10.9	11.0	-5.2
Health	30.0	34.9	30.9	30.1	-5.7
Home and Institutional Services	15.2	14.5	13.5	14.5	0.8
Legal Assisting	18.0	19.2	18.6	21.0	12.6
Technical Writing	17.4	27.3	35.0	31.7	19.4
Library Assisting	28.0	24.4	18.4	17.2	-27.1
Recreation	21.0	32.5	24.0	58.7	127.3
Science Technology	23.4	26.6	46.6	21.4	-33.4
Public & Protective Services	13.1	15.5	11.9	11.9	-12.3
Trade & Industrial	16.1	19.7	20.1	21.5	15.3
Visual/Performing Arts	8.3	6.5	10.3	41.7	399.2
OCCUPATIONAL TOTAL	15.9	17.7	15.7	16.1	-1.8
TOTAL ALL	7.8	9.0	8.6	9.3	9.8

SOURCES: C1, A1, and E1 Data

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